

FACULTY VS. STUDENTS: SIMILARITIES AND DIVISIONS IN AI USE AND PERCEPTIONS

30 SEPTEMBER 2026

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PRESENTATION DETAILS

Research
background



Survey
Details



Conclusions
& Q&A



RESEARCH QUESTIONS

What are the current adoption and perceptions of AI in higher education?



Where are the alignments and tensions between faculty and students?



RESEARCH BACKGROUND

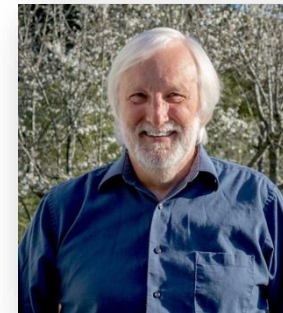


INTRODUCTION TO BAY VIEW ANALYTICS

Bay View Analytics offers a comprehensive suite of consulting services in survey design and statistical research. Our services build on nearly two decades of research and survey design, sampling, and statistical analysis expertise.



Julia Seaman, Ph.D.
Director of Research



Jeff Seaman, Ph.D.
Director



RESEARCH AND PROJECTS

OpenTextbookProject.org

Open Textbook Project

Welcome to the Open Textbook Project

The Open Textbook Project is a growing repository of surveys, studies, and data on course material affordability, and its impact on student success in U.S. higher education.

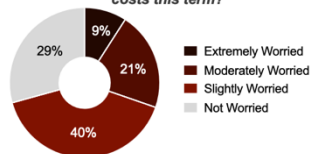
Our goal is to provide the most up-to-date, comprehensive source of information on the subject, as well as providing support and tools for states and organization that want to design their own research studies.

Majority of U.S. college students are worried about meeting their course material costs

Download report (PDF): https://www.bayviewanalytics.com/reports/2023_student_course_material_affordability.pdf.
Report as a webpage: https://www.bayviewanalytics.com/reports/2023_student_course_material_affordability.html.
Press release: [Majority of U.S. college students are worried about meeting their course material costs](#)

In a recent national survey, 71% of undergraduate students in the U.S. reported being worried about meeting their course material costs for the current academic term; 30% said they were "moderately" or "extremely" worried about meeting these costs. Over half of the students who participated in the survey say that their course material costs per term are over \$200.

How worried were you about meeting your course material costs this term?



Open Textbook Project

National and Regional

- Bay View Analytics
- Cengage
- Library Journal
- Midwestern Higher Education Compact
- Open Textbook Alliance
- PIRG

State Level

- Colorado
- Connecticut
- Florida
- Illinois
- Oregon
- Pennsylvania
- Tennessee
- Virginia
- Washington

Institutions

- Bentley University
- Gettysburg College
- Old Dominion University
- Randolph College
- SUNY Oneonta
- University of Hawaii at Manoa
- William & Mary

Contact Us

We welcome your feedback and questions. Please submit any questions or comments you may have.

BayViewAnalytics.com

Bay View Analytics Presentations



Bay View Analytics participates in multiple conferences focused on education research and online learning. Our presentations cover our most current research on distance learning and open educational resources in US K-12 and higher education, and offer an overview of trends over the last decade. The presentations reflect work with multiple partners, including the William and Flora Hewlett Foundation, the Online Learning Consortium, Cengage, Pearson, and the Western Interstate Commission for Higher Education (WICHE), among others.

Online Teaching Conference - 2025

National and California Trends in Online Teaching and Digital Courseware

Date: June 18, 2024

Presenters: Jeff Seaman, Ph.D. (Bay View Analytics), Julia Seaman, Ph.D. (Bay View Analytics), Michelle Piliat (Open Educational Resources Initiative)

This presentation examines the level of online teaching and the use of digital tools nationally and in California higher education classrooms. Using data from Bay View Analytics national surveys conducted between 2012 and 2023, the presentation examines course modeling, current use rates for course materials regularly used with students, and their format (print or digital). Faculty also provided the source or creator for many materials, such as self-created, commercially purchased, or free online or OER. Finally, the presentation will discuss the implications for online teaching in California and nationally.

Download presentation slides (PDF)

AACSB - 2025 Forum on Digital Innovation

Course materials costs as a barrier for student success local, state, and national efforts to assess the impact

Date: April 5, 2024

Presenters: Jeff Seaman, Ph.D. (Bay View Analytics), Julia Seaman, Ph.D. (Bay View Analytics)

This presentation reviews the statewide course material affordability research landscape from the local to the national level. These projects build upon the groundwork laid by the Florida Student Textbook and Course Materials Survey and have since expanded to additional states. Each project engaged with students to understand their barriers and their impact on academic success. The presentation will highlight the significant commonalities among the results from all states and note any differences. The speakers will discuss project implementation and the impact of results and advise others who may want to follow in their footsteps.

Download presentation slides (PDF)

OpenState Webinar

Trends on Digital Course Material Use and OER Awareness in K-12: Results from our National Survey of K-12 Teachers

Date: March 22 & 29, 2025

Presenters: Julia Seaman Ph.D. (Bay View Analytics), Jeff Seaman, Ph.D. (Bay View Analytics)

Did you know that just one-third of K-12 educators use open educational resources (OER)? Julia Seaman and Dr. Jeff Seaman will be sharing findings from the 2024 Bay View Analytics survey "Conflicted Digital Adoption: Educational Resources in U.S. K-12 Education, 2024", including:

- The challenges facing K-12 educators and learners in a post-pandemic educational environment
- The role of open educational resources (OER) in bridging the gap between print and digital
- The impact of adaptability - how open educational resources (OER) can serve all students digitally or in print

Download presentation slides (PDF)

Open Educational Resources

Approaching a New Normal? Educational Resources in U.S. Higher Education, 2024

Download report: [Approaching a New Normal?](#)

This is the 13th report in a series of surveys tracking curricula discovery, selection, and adoption processes in U.S. higher education. The survey responses for this analysis were collected in April 2024, from a total of 3,447 faculty. The respondents came from all 50 U.S. states, the District of Columbia, and the Virgin Islands.

Key takeaways from this year's survey are:

- Fully face-to-face courses remained the most common modality in 2024, with three-quarters of faculty teaching at least one such course. A smaller portion of faculty (40%) taught at least one course that was fully online.
- Digital options for required textbooks continue to grow. The majority of faculty (78%) have a required textbook for students for their largest enrolled course, and almost all required textbooks (92%) are offered in a digital format.
- Faculty opinions on print versus digital materials remain conflicted and stable. The majority of faculty (79%) agree digital materials offer students greater flexibility, but a large number of faculty (48%) also agree that print materials are better for student learning.
- Faculty awareness for licensing varies by the type of license. Faculty have the highest level of awareness for copyright (64% aware at any level), followed by public domain (50%), and finally Creative Commons (38%).
- In 2023-24, more than half of faculty (54%) were aware of OER at any level. However, OER awareness dropped 8% compared to 2022-23, to a level seen two years ago, in 2021-22. For the most part, differences were seen evenly across faculty characteristics like teaching modality, discipline, and institution type.
- There was a 3% decline in the use of use of OER as required materials for 2023-24 compared to 2022-23, paralleling the decrease in OER awareness. Overall, 26% of all faculty reporting that they use OER as a required material in their courses.

Conflicted Digital Adoption: Educational Resources in U.S. K-12 Education, 2024

Download report: [Conflicted Digital Adoption: Educational Resources in U.S. K-12 Education, 2024](#)

This is the 6th report in a series tracking curricula discovery, selection, and adoption processes in U.S. K-12 education. This survey was conducted in April 2024, with a total of 1,377 teachers and 206 administrators participating. The respondents came from 48 states and the District of Columbia.

Key takeaways from this year's survey include:

- One-third of K-12 teachers are aware of open educational resources (OER), the highest level since we started measuring in 2018-19. A similar percentage of teachers report using OER materials this year as



- State-focused research
- K-12 and Higher Education
- Students & course material affordability

We welcome your feedback and questions. Please use the form below to submit any questions or comments you may have.

What would you like to do?

Join the Bay View Analytics mailing list

Give feedback or make a request

Participate in Bay View Analytics research projects

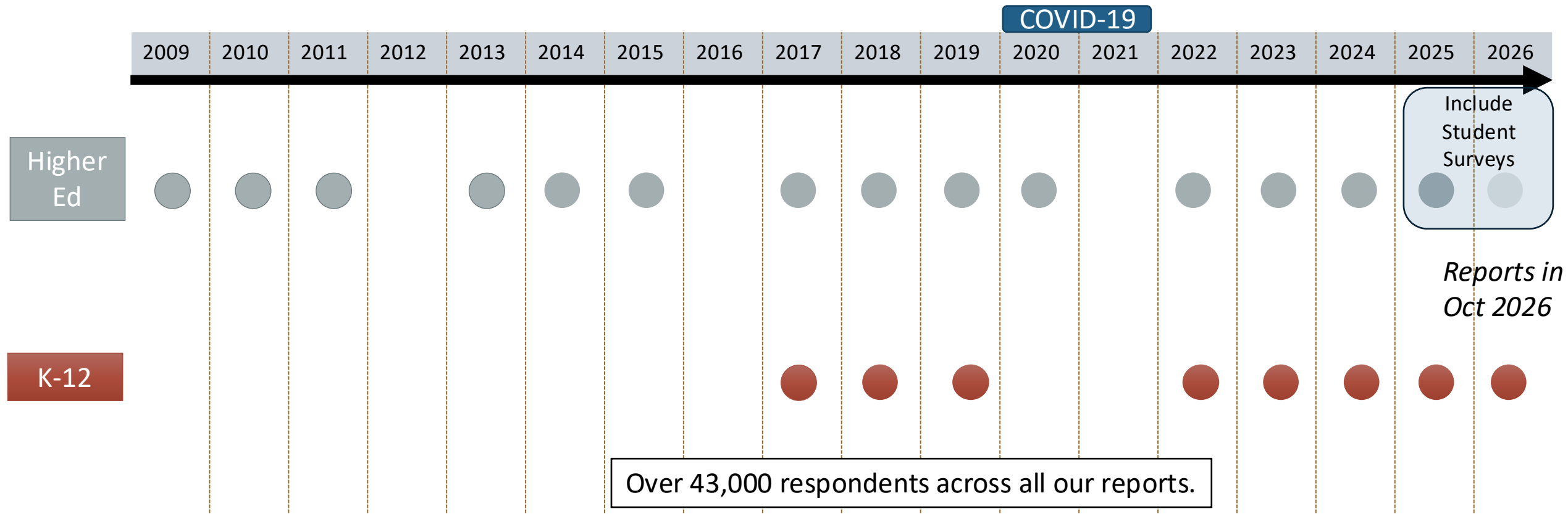
Your name (Optional) We only use your name to personalize emails to you. It is never shared.



Powered by Qualtrics C?



OVER A DECADE OF RESEARCH ON DIGITAL ADOPTION



SURVEYS AIM TO UNDERSTAND THE ROLE OF DIGITAL MATERIALS (INCLUDING OER AND AI)

Goals of Surveys

- To understand the role of digital adoption in Higher Education
- To quantify perceptions and adoption of digital course materials

Respondents

- Faculty & Students
- Nationally representative for geography and type of institution

Project supported by

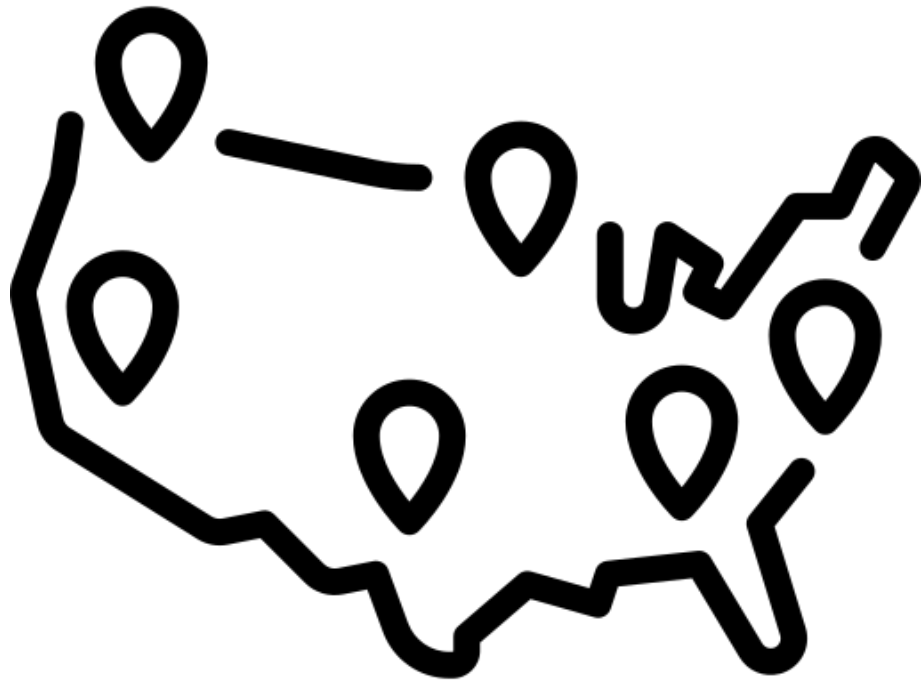


Bay View Analytics®

SURVEY DETAILS



SURVEY DETAILS



3,635
Faculty



2,117
Students



SURVEY TOPICS

- Digital Textbook Use
- Perceptions on Digital Courseware
- OER Awareness



Report &
Webinars
coming Oct
2026

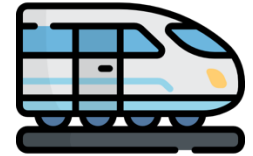
- **AI Use & Opinions**  **Today's Webinar!**



BACKGROUND



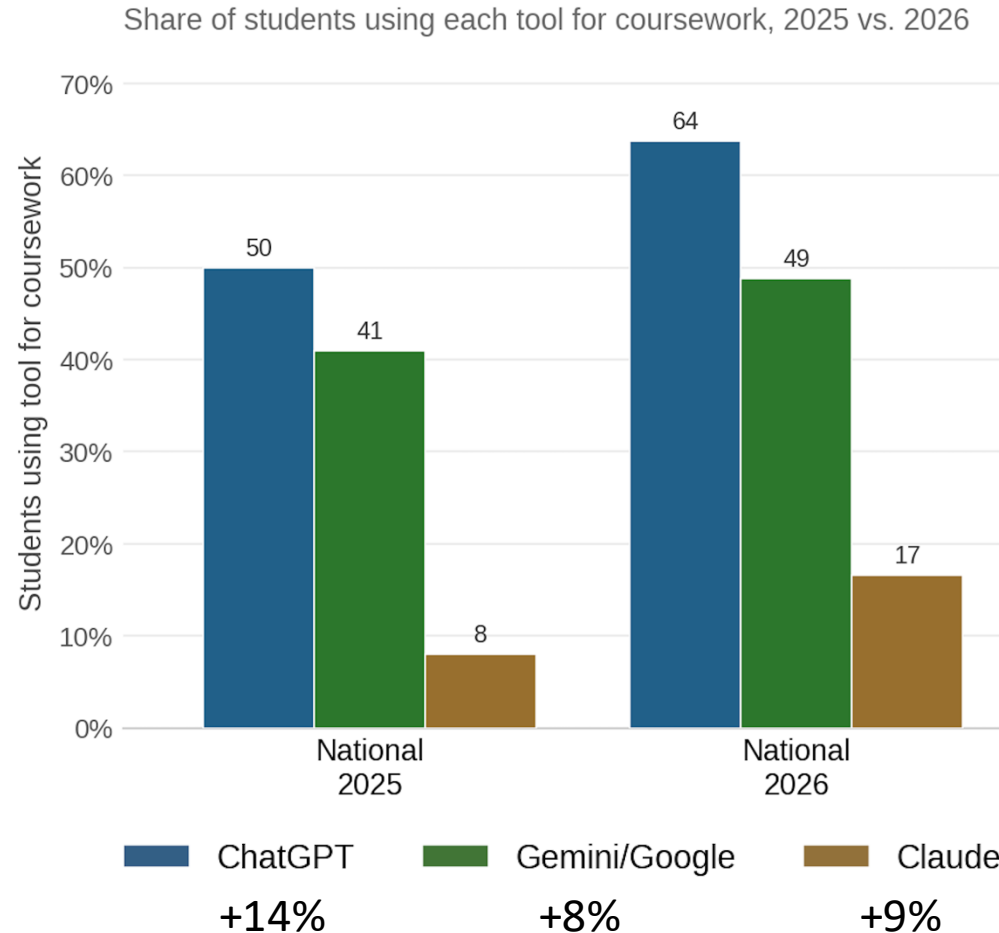
Digital and AI is already here and being used; and more AI tools and adoption is coming.



There are always tensions between how faculty choose materials and how students actually think and use them.



STUDENT AWARENESS & USE IS VERY HIGH



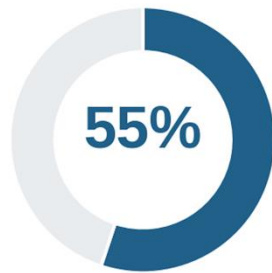
ABOUT 70% OF STUDENTS NATIONALLY PAY SOMETHING FOR AI TOOLS

Monthly personal spend	National
\$0 - free access only	30.0%
\$1–10	6.6%
\$11–25	16.9%
\$26–50	21.6%
\$51–100	16.1%
\$101-200	6.2%
Over \$200 per month.	2.7%

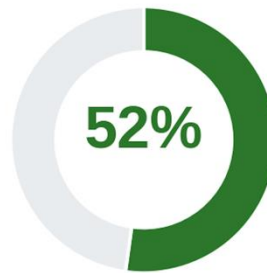
- Average of \$27/mo
 - \$81 per 3 mo quarter
 - \$108 per 4 mo term
- Students are paying these on top of course materials and other costs



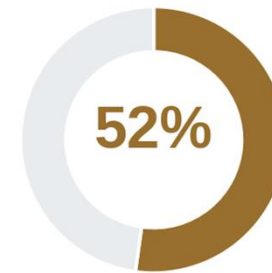
STUDENTS USE THE TOOLS FOR ACADEMIC SUPPORT



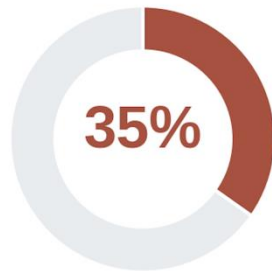
Help with
writing & editing



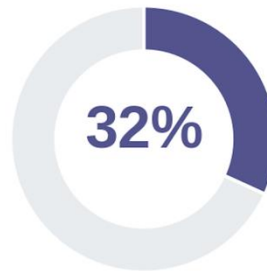
Completing
homework



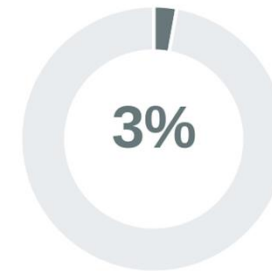
Exam prep



Substitute for
reading & summaries



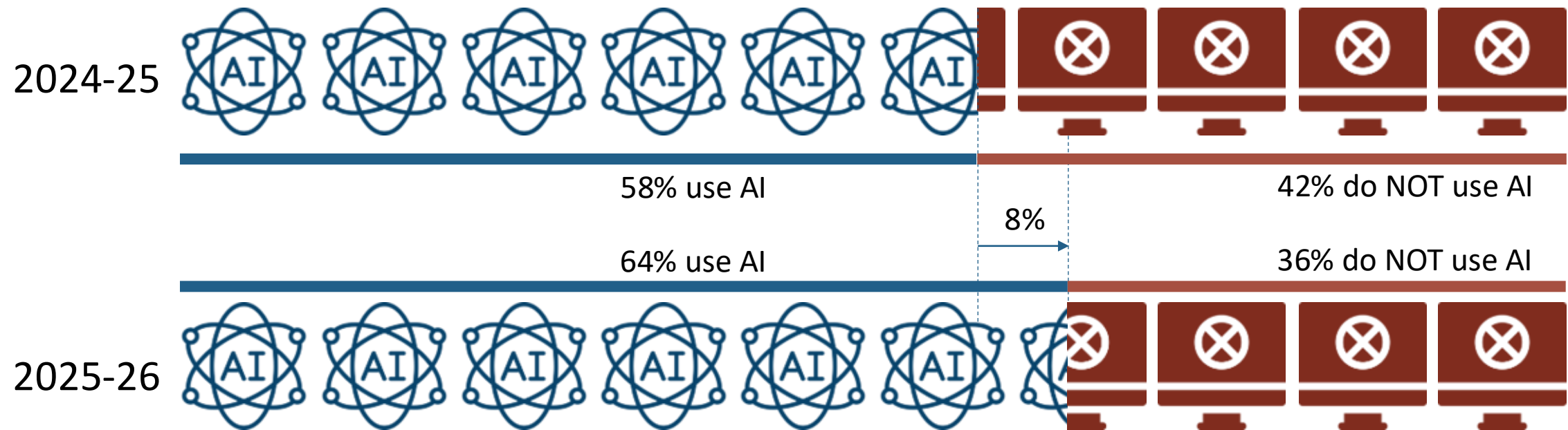
Completing
online assignments



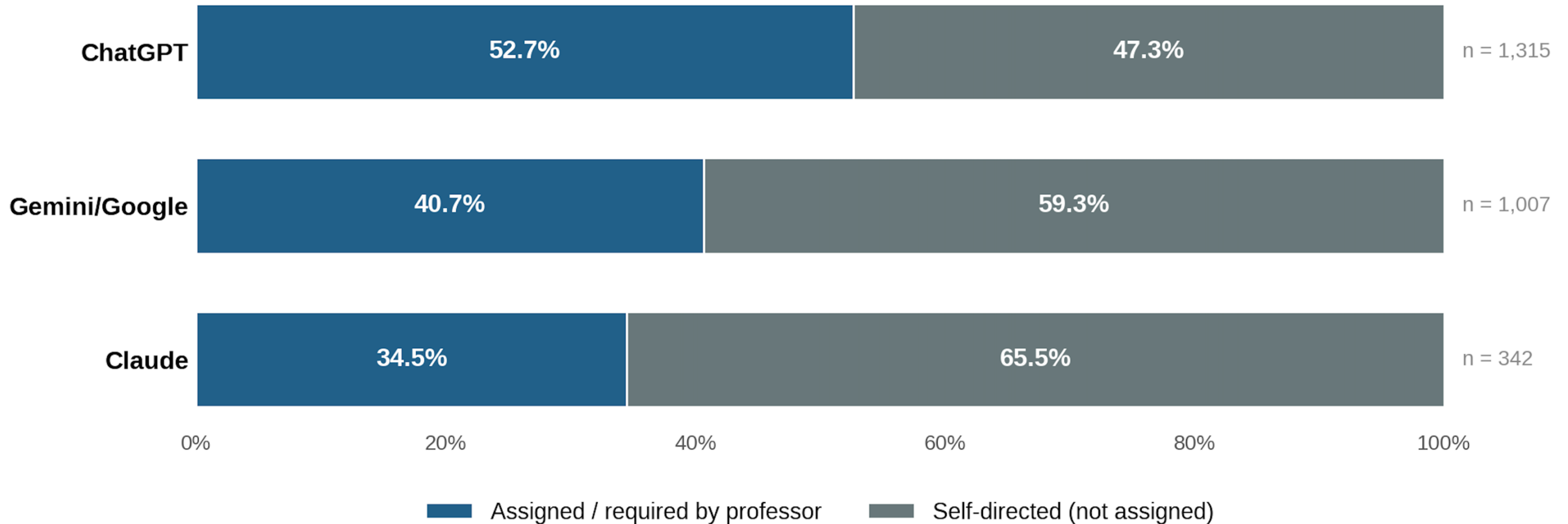
Other



FACULTY ADOPTION IS SLOWER BUT GROWING

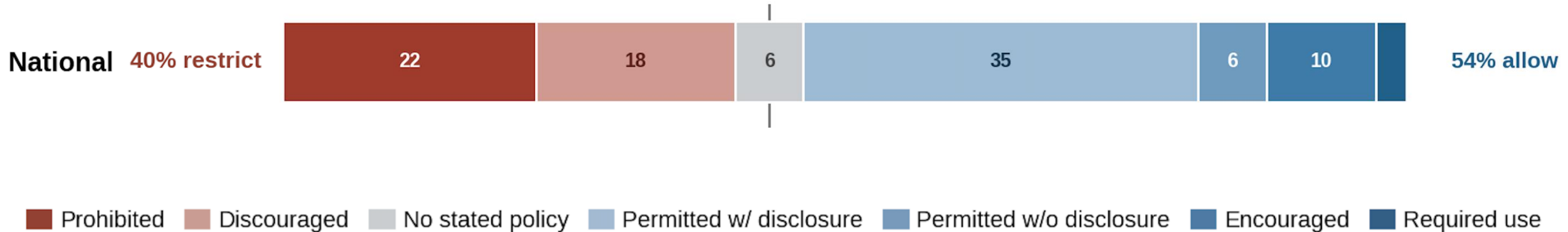


STUDENTS STATE THAT SOME BUT NOT MOST OF AI USE IS ASSIGNED OR KNOWN BY THE PROFESSOR



THOUGH FACULTY CLASSROOM APPROACH VARIES

Faculty approach to student AI use in their course (2026)



AI IMPACT ON FACULTY ASSESSMENT AND GRADING



OVERALL AI SENTIMENTS

How do you feel about AI? Select all that apply.

Excited

Concerned

Inspired

Curious

Frustrated

Optimistic

Undecided

Uncomfortable

Empowered

Indifferent

Afraid

Impatient

Confused



AND SOME WRITE-INS...

“

- Dubious
- Angry/Furious
- Disappointed
- Disgusted
- Worried

- Unimpressed
- Resigned
- Overwhelmed
- Hopeful
- Cautious

”

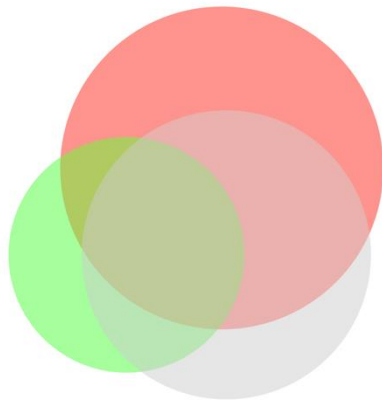
These are all Faculty respondents. There were 4 student write-ins of good, pointless, dislike, and useful



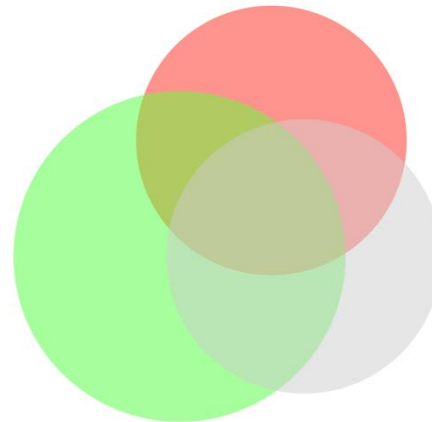
CONFLICTING SENTIMENTS OVERALL AND INTERNALLY

Most respondents chose more than 1, many chose both positive and negative.

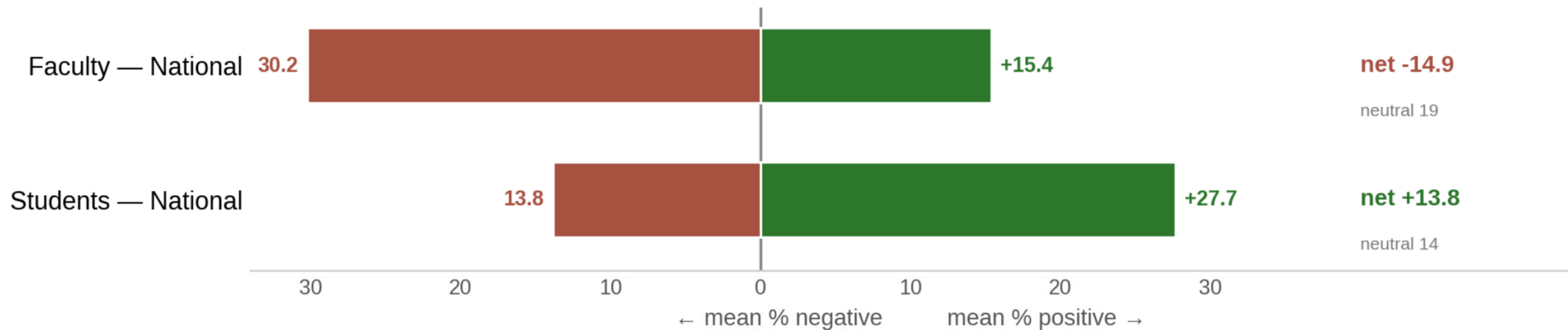
Faculty



Students



FACULTY ARE NET NEGATIVE; STUDENTS ARE NET POSITIVE



ATTITUDES ARE CHANGING...AND DIVIDING

Sentiment compared to 2024-25	Faculty	Students
Positive	Decreasing 	Increasing 
Neutral	Mixed 	Decreasing 
Negative	Increasing 	Decreasing 



ONLINE TEACHING & COURSES

Faculty who teach online:

- Systematically *warmer* on AI and more likely to use
- Stronger belief that *AI can help* develop skills (or doesn't hinder)
- More likely to express *positive* emotions (but still net negative)



ONLINE TEACHING & COURSES

Students who take online courses:

- *Do not vary* too much from those who are in-person
- Students who take both modalities are more likely to use AI & spend money on it



FACULTY VOICES – MOSTLY NEGATIVE

“

AI is both **competing with our faculty for students' attention and competing with students for jobs after graduation**. We need to radically change how we teach, but many of my colleagues cannot.

I think it is mostly used by the **laziest students** and it amounts to basically buying the answer.

I've **given up** even trying to police it. I'm convinced almost all students use it. It's rampant...It's a **bummer**.

I am **concerned** that students, especially first-generation and other at-risk students, see AI as a **substitution for the thinking** they need to be able to do.

”

It is **not appropriate for use** in teaching. I field numerous complaints from students about other faculty adopting AI for assignment generation and grading without warning them in their syllabus.

AI has changed assignments in my fully online course. I got **frustrated** grading AI generated information and students no longer critically thinking on their own, so I **removed** most of the Discussion assignments from my course.



FACULTY VOICES – SOME POSITIVES

“

I think it is **fantastic** but must be cautiously used...some scheduled time to think about it and brainstorm it's use would be very helpful on a professional development level.

”

There will be an adjustment but I am hopeful that there will be a **net positive result**.

If we use AI **to increase efficiency**, great. If we use it wrongly it creates laziness.



STUDENT VOICES

“

AI is becoming an increasingly important part of education and has helped me understand concepts more efficiently, especially through explanations and study support. At the same time, I think it's important that institutions **provide clear guidance** on how to use AI responsibly so that students continue to build their own critical thinking and problem-solving skills. Overall, I see AI as a helpful tool when used appropriately, but it should **complement—not replace**—traditional learning methods.

AI [can] **help us** to know what we can not easily understand

”

AI is a **disgrace** to education. It doesn't belong anywhere in or near the classroom.

I think access to digital and AI-supported learning materials has made coursework **more flexible and easier to manage**. I also think AI tools are becoming an important part of learning, helping with understanding concepts and studying, but **clear guidelines** are needed to ensure they are used responsibly



CONCLUSIONS



A GROWING TENSION AND CHANGING TIMES

Adoption of digital is here and now AI is a part of it...



Students vs. Faculty

Students universally are using more AI (required or not) and more positive about it for themselves, their learning skills, and institution

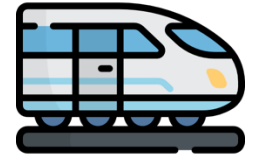
...but not without some protests.



BACKGROUND



Digital and AI is already here and being used; and more AI tools and adoption is coming.



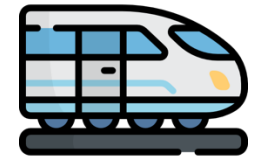
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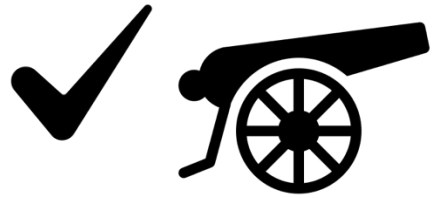
UPDATING THE CURRENT STATUS



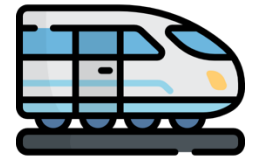
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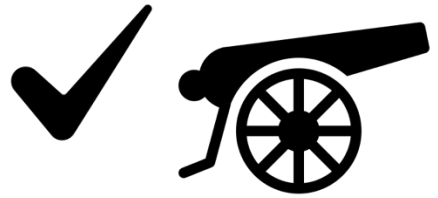
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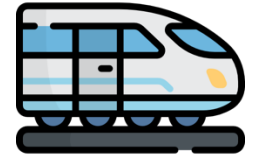
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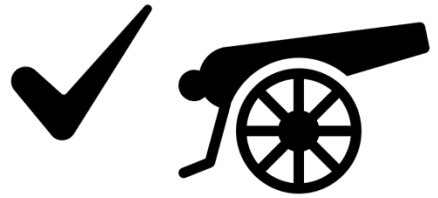
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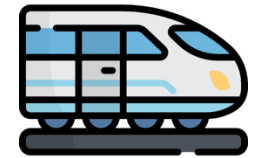
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UPDATING THE CURRENT STATUS



Digital and AI is already here and being used; and more AI tools and adoption is coming.



There are **increasing** tensions between how faculty choose materials and how students actually think and use them. But both want **clear guidelines** for implementation and use.





THANK YOU!

JULIA@BAYVIEWANALYTICS.COM